

Session Title: Accessing Complex Texts through Interactive Read Aloud

Session Objectives (Knowledge and Skills to be Acquired):

1. Provide a brief overview of the six instructional outcomes of the *Read to be Ready Coaching Network*
2. Provide specific information regarding how to select a complex text appropriate for an interactive read aloud
3. Provide specific information regarding the tenets of an effective interactive read aloud
4. Model an interactive read aloud with a complex text
5. Allow participants to deeply reflect on and begin to prepare an interactive read aloud utilizing a complex text

Pre-Session Work

All participants should read and be familiar with the *Read to be Ready Coaching Network Guide* in advance of the session.

Time	Activity	Purpose and/or Details	Facilitation Notes	Guiding Questions/Thoughts
9:00am 9:20am	Welcome Introductions	Begin the process of creating collegial relationships with participants. Since this will likely be one of many interactions to come, it is imperative that we begin the process of setting the expectation of making time to build the positive relationships needed to move the work forward.	Facilitator will ensure the welcome activity allows all participants to introduce themselves in an interactive manner. Consider using "I used to, but now I" activity that will allow everyone to stand up and share something interesting.	
9:20am 9:25am	Share workshop objectives and session norms	To ensure participants are clear regarding the desired outcomes that should result from the workshop, as well as share expectations for behaviors and interactions during the workshop.	All participants will receive a checklist with workshop objectives (knowledge and skills to be attained) at the commencement of the session. As each objective is addressed, we will revisit the checklist and ask participants if they feel as though they have sufficient information to understand the tenet(s) of the objective.	
9:25am 9:35am	Overview of Coaching Network Six Instructional Outcomes	It is important that participants understand that Instructional Outcome 1, is one outcome on a continuum. Our workshops will always reference the "whole" of our work before delving into the "parts."	The facilitator will check for understanding against the checklist and ask if there are clarifying questions.	<ol style="list-style-type: none"> 1. Do you have general questions regarding the instructional outcomes? 2. Is there information you would like to know regarding the outcomes that is not present in "The Guide?"
9:35am 9:55am	Introduction of Instructional Outcome 1: Accessing Complex Texts through Interactive Read Aloud	<p>To share information regarding what makes a text complex:</p> <ul style="list-style-type: none"> ▪ Qualitative measures ▪ Quantitative measures ▪ Reader (listener) variables ▪ Task variables (questioning) <p>To share information regarding the basic tenets of an effective interactive read aloud:</p> <ul style="list-style-type: none"> ▪ Identification of key understandings ▪ Determination of text dependent questions ▪ Identification of key vocabulary ▪ Identification of natural stopping points for reflection/discussion ▪ Modeling of analytic thinking, fluency and expression ▪ Guide discussion and support students in utilizing evidence from the text 	<p>Facilitator will introduce the Instructional Outcome via Prezi, ensuring she/he engages the audience through participatory techniques.</p> <p>Facilitator will check for understanding against the checklist and ask if there are any clarifying questions.</p>	<ol style="list-style-type: none"> 1. How does this overview align or misalign with previous information you have received/been taught regarding text complexity? 2. What should be added to this dialogue regarding text complexity? 3. How does this information align or misalign with information you have received/been taught about Interactive Read Aloud? 4. What should be added to this dialogue regarding interactive read aloud?
9:55am 10:15am	Modeling of an Interactive Read Aloud	<p>The session leader will model an interactive read aloud. The text selected for the read aloud will be a text that would be considered complex for the audience, simulating the experience of a student in an interactive read aloud.</p> <p>The leader will create an interactive read aloud lesson plan that will be shared with participants at the conclusion of the lesson, allowing participants to deconstruct their experience as it relates to the planning process that occurred to facilitate the model lesson.</p>		

10:15am 10:30am	Break with introduction of small group work to occur at the conclusion of the break	<p>The leader will introduce the break and share that when we return from break, we will break into small groups to do the following:</p> <ul style="list-style-type: none"> ▪ Reflect on the model lesson using the guiding questions as a springboard for conversation. ▪ Discussing “noticings”, questions and ideas arising from the model lesson. ▪ Review the model lesson plan and discuss the components of the lesson plan. 	Prior to the session determine how you will divide small groups so when it is time to facilitate small group work the transition is seamless.	
10:30am 10:50am	Reflect on the Model Lesson in Small Groups	Participants will reflect on the model lesson in small groups. Groups will record their reflections, noticings, ideas, clarifying questions.	Facilitators will circulate the room to clarify tasks, answer questions, etc.	<ol style="list-style-type: none"> 1. Do you feel the model lesson was an effective interactive read aloud? Why or why not? 2. What made the lesson effective or ineffective? 3. What, if anything, would you do the same or differently? 4. What clarifying questions do you have? 5. After seeing the lesson plan for the interactive read aloud, did your impression or learning from the model change? 6. How will this lesson inform your teaching/coaching of interactive read aloud with complex texts?
10:50am 11:15am	Small Groups Share their Reflections with the Whole Group	Participants will share their small group reflections with the whole group		
11:15am 11:25am	Introduce Workshop Group work/ Homework	<p>The workshop group work/homework will be to begin the process planning an interactive read aloud with a complex text to be used as a model lesson at the participant’s campus.</p> <p>The workshop leader will share that participants will prepare and video their interactive model lesson. The video of the model lesson will serve as the foundation of the coaching session for the reading coach. The expectation is that groups will begin the process of collaboratively planning their model lesson during the 20 minutes of facilitated planning time and complete the planning and execution of the lesson at their campus.</p>		
11:25am 11:45am	Facilitated Planning Time	Participants will begin the process of planning their model interactive read aloud.	Facilitators will circulate the room offering assistance to participants	<ol style="list-style-type: none"> 1. Determine the grade level for your model lesson 2. Review the components of text complexity and begin the process of discussing what text you will select and why.
11:45am 11:55am	Ahas and Take Aways	Participants will share any “ahas” or “take aways” from the session with the whole group.		
11:55am 12:00pm	Completion of Workshop Evaluations	All participants will complete a session evaluation so that presenters/facilitators can improve and refine their work.		